

Mar 7th, 9:45 AM - 11:00 AM

Alternative to Expulsion

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Alternative to Expulsion Programs

Presented By
Shauna Bock and Dan Wolff
St. Paul Public Schools

National Youth-At-Risk Conference
March 7, 2018

This Is Us

Shauna Bock

Shauna is the Assistant Principal at Journeys Secondary School, a Federal Setting IV High School in St. Paul as well as all the care and treatment sites within St. Paul Public Schools. She has a Bachelor's Degree in Social Science, a Master's Degree in Special Education with an emphasis on Learning Disabilities and holds a K-12 Principal License. She's worked in education for over 15 years in both General and Special Education settings. She is also a member of the Mounds View, MN school board and has been with the Alternative To Expulsion program since its inception

Dan Wolff

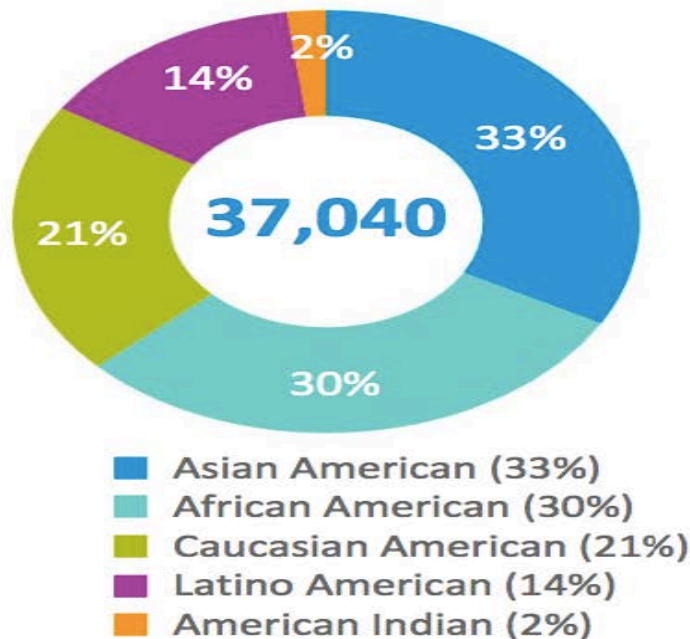
Dan is the Principal at Journeys Secondary School, and the care and treatment sites, working along side Shauna. He has a Bachelor's Degree in Child Psychology, a Master's Degree in Special Education with an emphasis on Emotional/Behavioral Disabilities and holds a K-12 Principal License. He's worked in education for nearly 30 years, exclusively in Special Education Settings. He has also been with the Alternative To Expulsion program since its inception



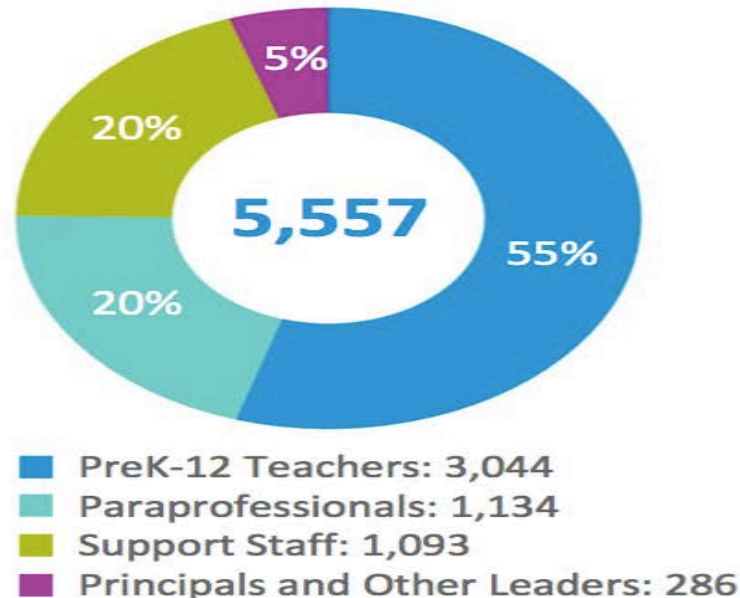
About St. Paul Schools

SPPS at a Glance

Students:



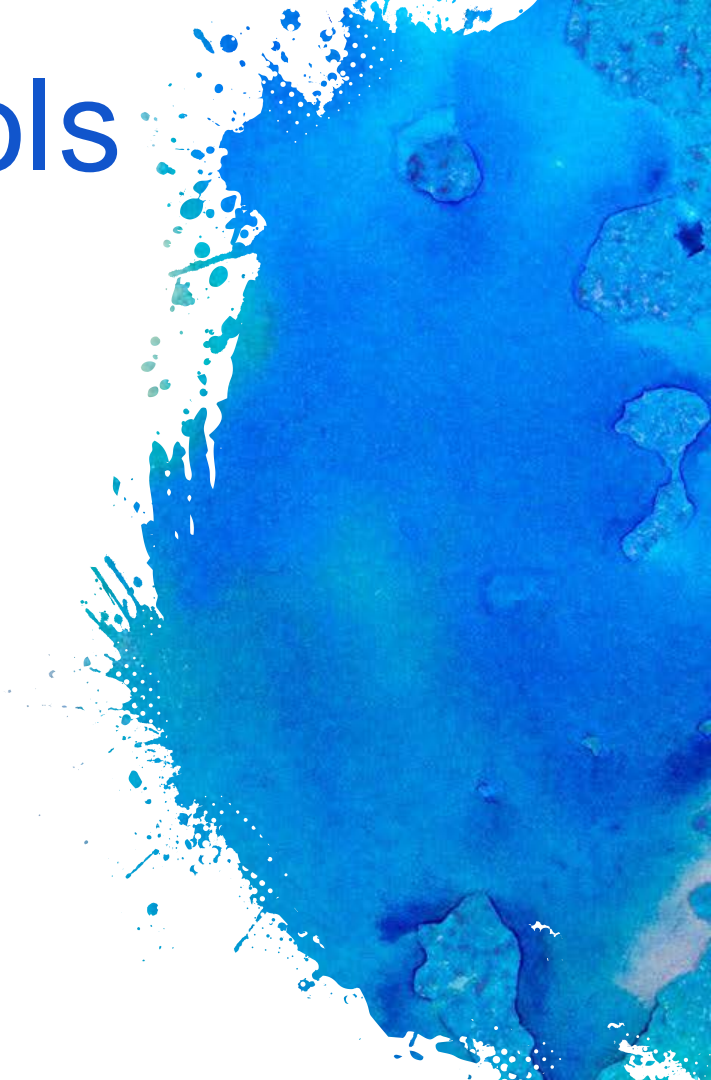
Full-time Staff:



About St. Paul Schools

56 Schools/ Programs

- PreK-5 Schools: 30
 - PreK-8 Schools: 4
 - K-5 Schools: 7
 - 1-8 School: 1
- Dual Campus Schools: 4
 - 6-8 Schools: 5
 - 6-12 Schools: 4
 - 9-12 Schools: 5



More Student Demographics


- Students speak more than 100 languages and dialects
- Approximately 34% of students are English Language Learners
- 15% of students require special education services
- 70% of students are eligible for free or reduced-price lunch



Academics

- Four-year comprehensive graduation rate: 76.5%
- Graduation rates for Hispanic students have increased for seven consecutive years
- Graduation rates for Black students have increased for four consecutive years
- The SPPS graduation rate is higher than the state average for four student groups:
Hispanic students, Black students, English Language Learners (ELL), and students receiving free/reduced lunch (FRL)
- MCA scores up 5 percentage points from 2013



A close-up photograph of a child's hand holding a lit sparkler. The sparkler is bright and glowing, with many sparks flying out. The child is wearing a dark, textured sweater. The background is dark and has a splattered, ink-like texture. The overall mood is somber and poignant.

The kids who need the most
love
will ask for it in the most
unloving ways.



Expulsion

In St. Paul Public Schools refers students for expulsion for one of the following reasons:

- Possession of a weapon on school grounds
- Possession of drugs or alcohol
- Inflicting severe bodily harm

Consequences of Expulsion

For Families

- Out of the district for one calendar year
- Unfortunate reality, complicated search for new school
- Drop out rates significantly increase for students who are expelled
- Life expectancy for students who are expelled is 6-9 years shorter
- Lifetime earnings for these students is on average \$450,000- \$470,000 less than a typical high school graduate

For Districts/Communities

- Loss of funding and enrollment
- Strained Relationships with students and Families
- Schools who expel and suspend at high rates have issues with school climate, lower academic quality and lower test scores
- Significant disparity in regards to which students are expelled leads to racial tension and distrust
- Zero-tolerance policies are not effective deterrents for negative behavior

The Process

Student violates behavior policy related to weapons, drugs or significant bodily harm.

Students case is heard at the St. Paul Public Schools transfer committee

If criteria for expulsion is met, student is recommended to the School Board for expulsion

Families are notified of the decision by District leadership

Typically, families are given the opportunity to withdraw from St. Paul Public Schools to avoid being expelled

Students may re-enroll in St. Paul Schools after one calendar year has passed

The Reality

Families with resources are more successful than families without resources to avoid the expulsion process all together

Typically, our families of color have a difficult time finding a new school and will just not attend school for a year

School Districts “talk”

Unless families are moving into a new district, they will need to find their own transportation

The tendencies for Charter Schools to accept new students are far more positive before December 1st.

Laws regarding students receiving Special Education services





SO WHAT.
NOW WHAT?



The Why

- **Council of Great City Schools Report**

- This report highlighted St. Paul's deficit in providing a strategic framework for meeting the needs of **ALL** students. From this report, significant emphasis was focused upon the creation of wrap-around services.

- **SPPSEquity Work**

- Our goal is to eliminate racial disproportionality and the predictability of achievement by accelerating the achievement of our lowest performing students and increasing achievement for all students.

- **Retain families**

- Each year St. Paul Schools faces declining enrollment

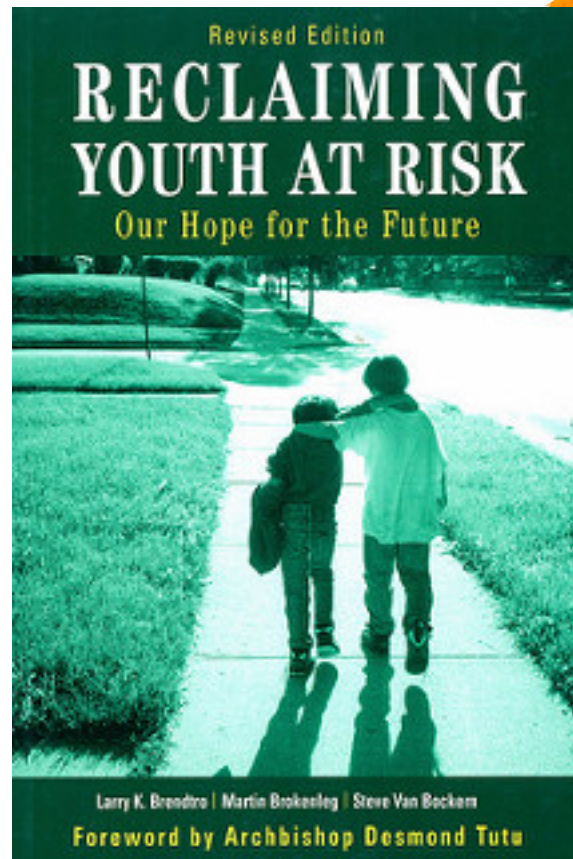
- **Analyze practices**

- H.A.N.S. Plan, Suspension numbers, expulsion numbers and restorative practices



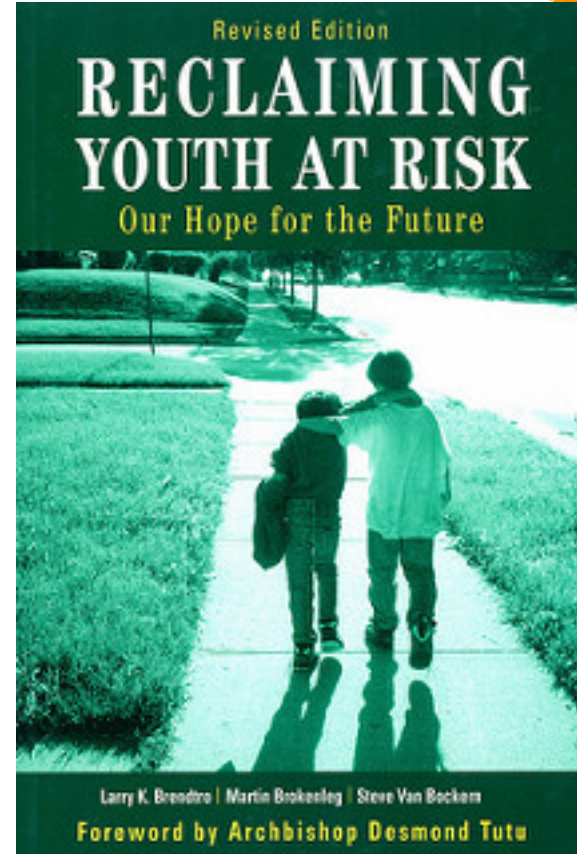
Inspiration

We had spent the previous four years as a staff embracing the work of Larry Brendtro, Martin Brokenleg and Steve Van Bockern, through the study of their book *RECLAIMING YOUTH AT RISK* and attending the conference of the same name in the Black Hills.



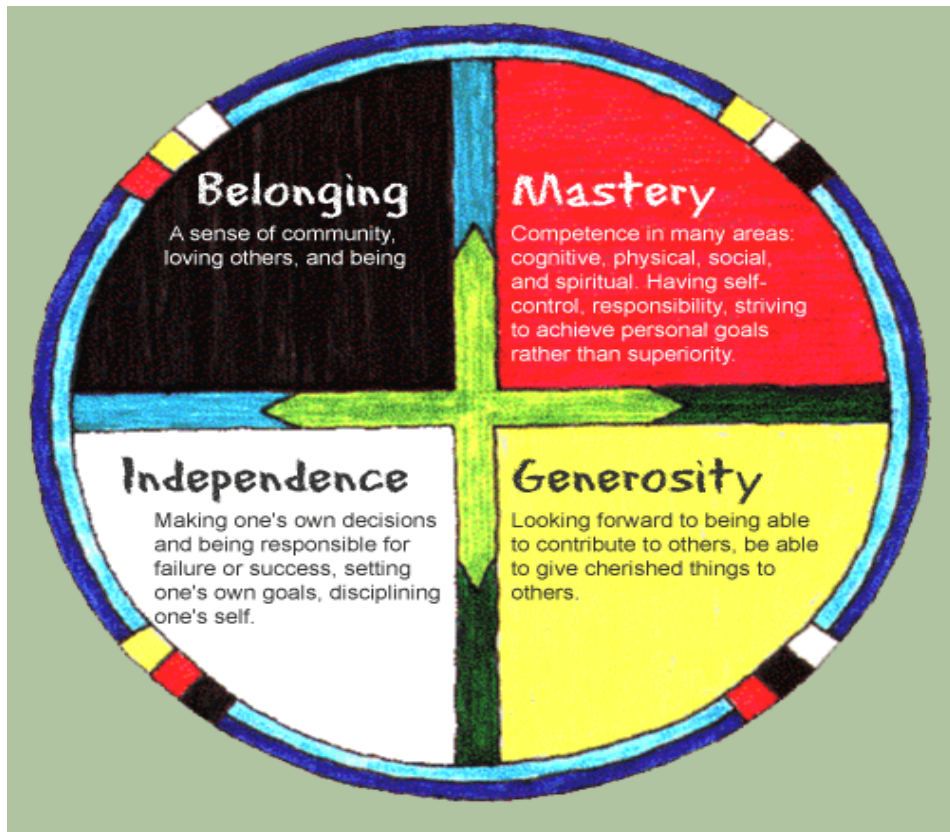
Inspiration

- **Relating to the Reluctant**
 - Building Positive Relationships
- **Brain-Friendly Learning**
 - Alternative Learning Experiences
- **Discipline for Responsibility**
 - Positive Youth Involvement
- **The Courage to Care**
 - Pro-Social Values and behavior





Circle of Courage



Alternative to Expulsion Program A2E



Monday- Thursday

3:30 p.m.- 6:30 p.m.

4 Core Classes

Dinner Option

Mastery

Competence in many areas; cognitive, physical, social and spiritual. Having self-control, responsibility, striving to achieve personal goals rather than superiority.

"I can succeed"

Students are placed in grade level groups
(Middle School / High School)

Math

Science

English Language Arts

Social Studies



Belonging

Sense of community, loving others and being. Entire concept of this program.

"I am Loved"

You Belong If You Say You Belong





Independence

Making one's own decisions and being responsible for failure or success, setting one's own goals, disciplining one's own self.

"I have Power to Make Decisions"



Generosity

Looking forward to being able to contribute to others, be able to give cherished things to others.

"I Have Purpose For My Life"



Services

Social Work

Work Coordinator

School Counselor

Boys Group

Girls Group

Special Education

Restorative Justice

Community Partnerships

Outpatient Therapy

ART (Anger Replacement Therapy)





**EVERY KID IS ONE
CARING ADULT
AWAY FROM BEING
A SUCCESS STORY.**

-JOSH SHIPP

Data

2015-2016 School Year (Year 2 of Program)

59 Total Students

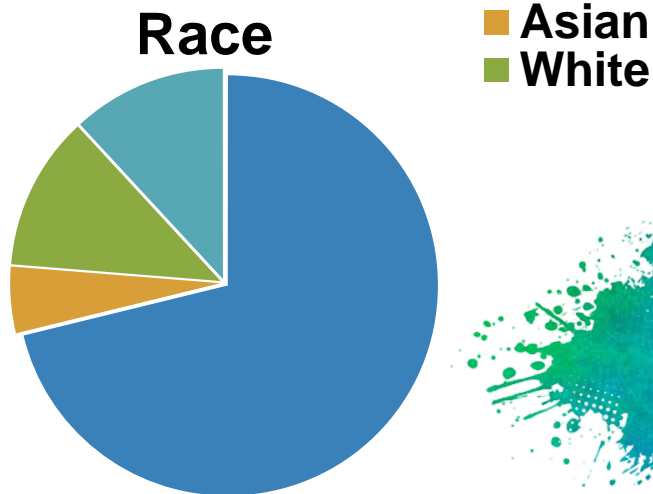
3 Returning from previous year

71 % Black

12 % Hispanic

12% White

5% Asian

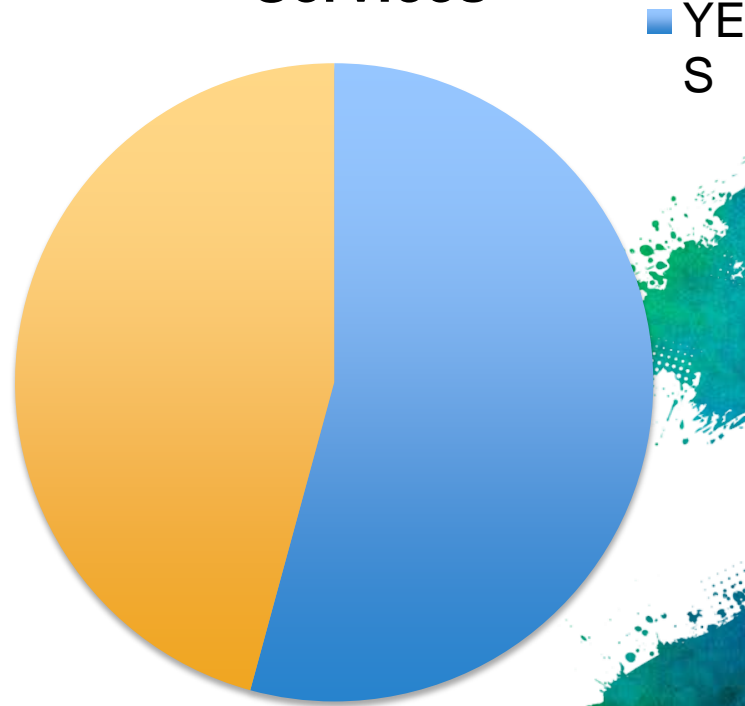


Data

**2015-2016 School Year
(Year 2 of Program)**

54% Receive SPED Services
46% Did not receive
SPED Services

Special Education Services



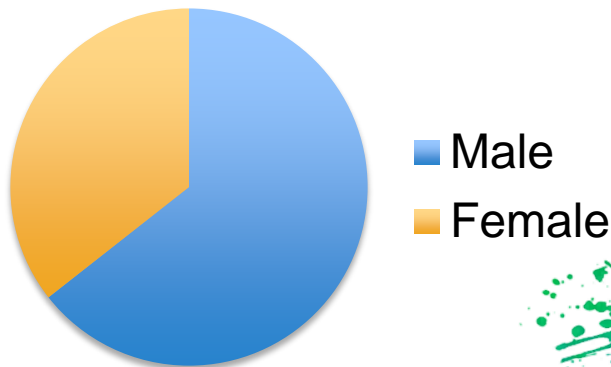
Data

2015-2016 School Year (Year 2 of Program)

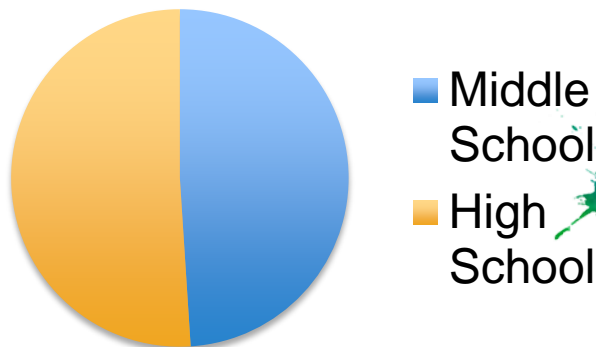
64 % Male
36 % Female

41% Middle School
59% High School

Gender



School





Data

2016-2017 School Year (Year 3 of Program)

94 Total Students

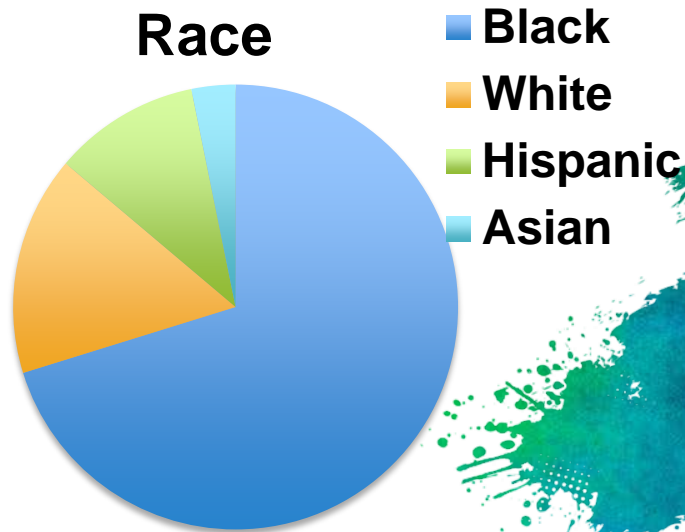
5 Returning from a previous year

70 % Black

16 % White

10 % Hispanic

3% Asian

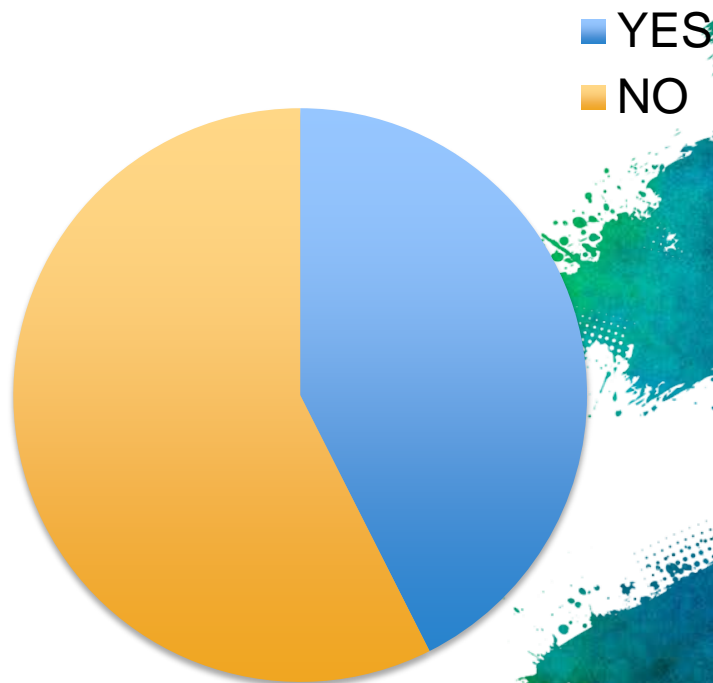


Data

**2016-2017 School Year
(Year 3 of Program)**

43 % Receive SPED services
57 % Did Not receive
SPED services

Special Education Services



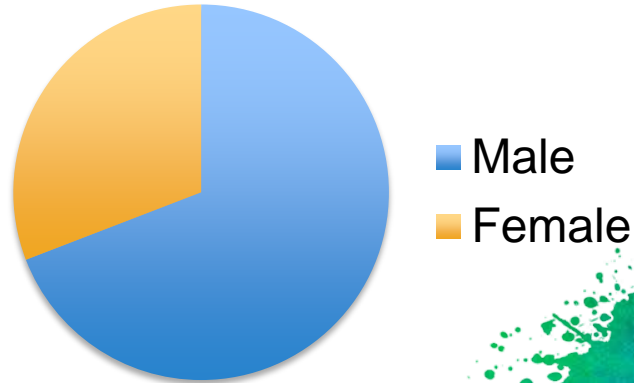
Data

2016-2017 School Year (Year 3 of Program)

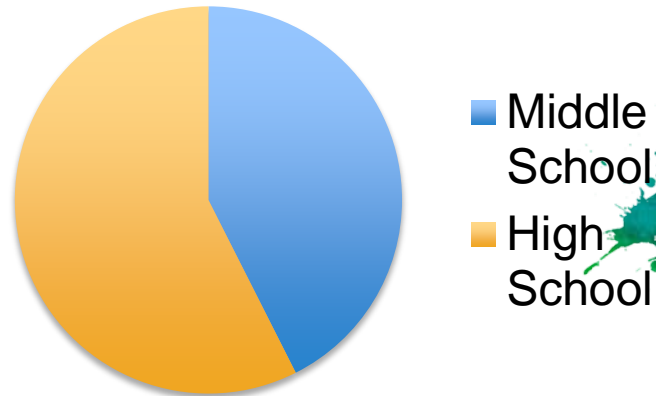
69% Male
31% Female

57% High School
43% Middle School

Gender



School



Data

**2017-2018 School Year
(4th Year of Program)**

Data is current as of 2/20/17

78 Total Students

7 Returning from a previous year

69% Black

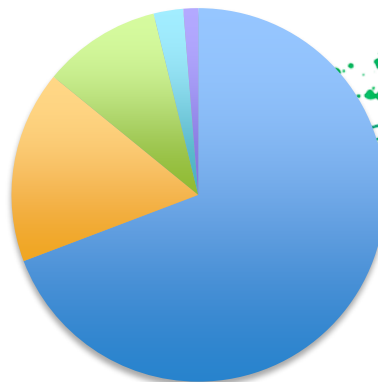
17% White

10% Hispanic

3% Asian

1% Native America

Race

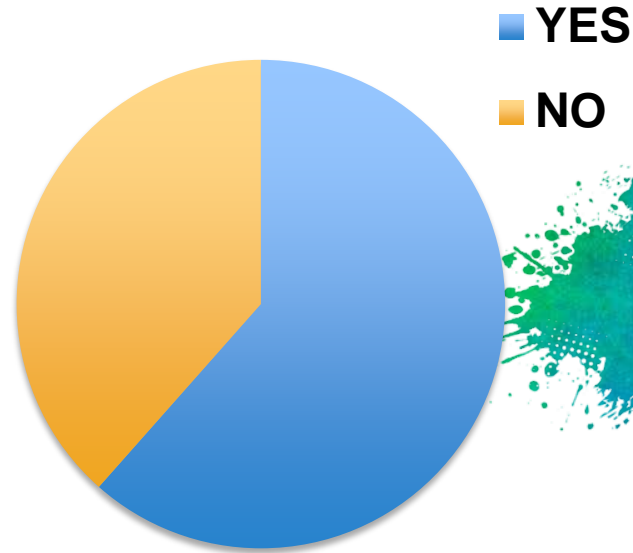


Data

**2017-2018 School Year
4th (Year of Program)
Data is current as of 2/20/17**

62% Receive SPED Services
38% Do not receive
SPED services

Special Education Services



Data

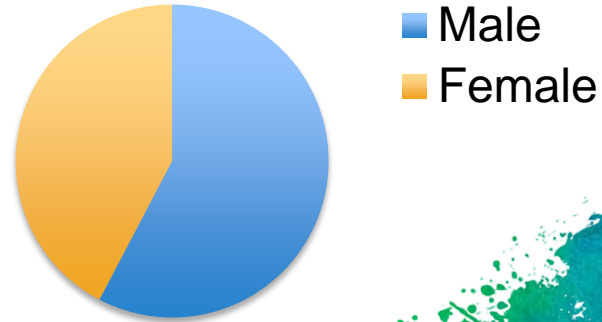
**2017-2018 School Year
4th (Year of Program)**

Data is current as of 2/20/17

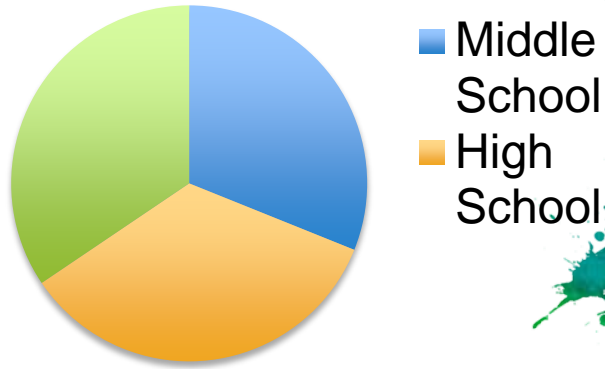
58% Male
42% Female

53% High School
47% Middle School

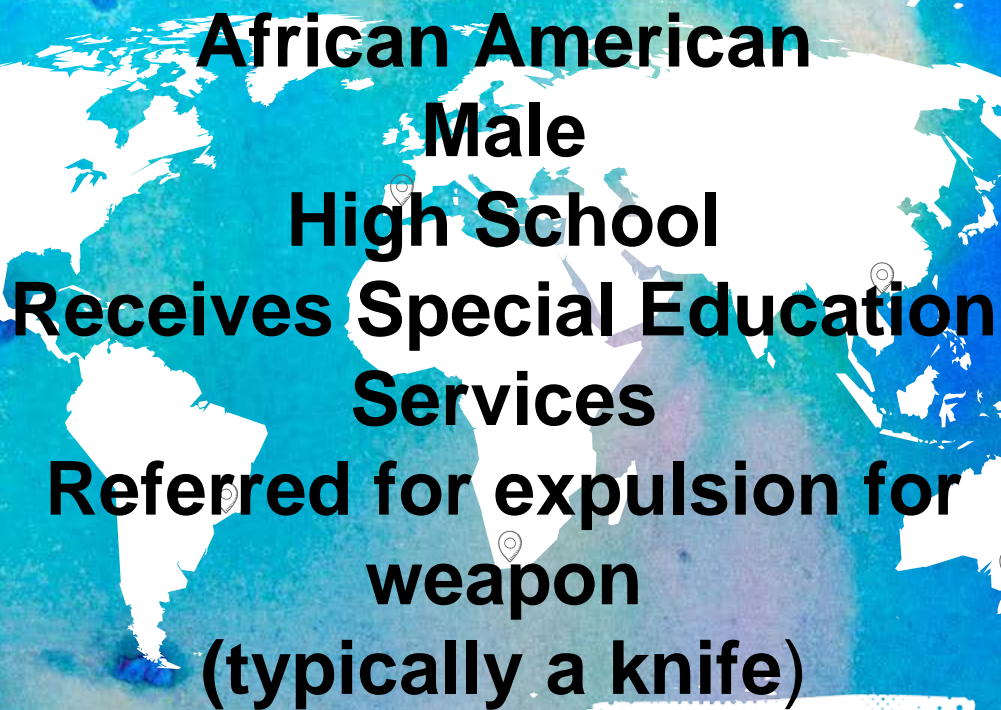
Gender



School

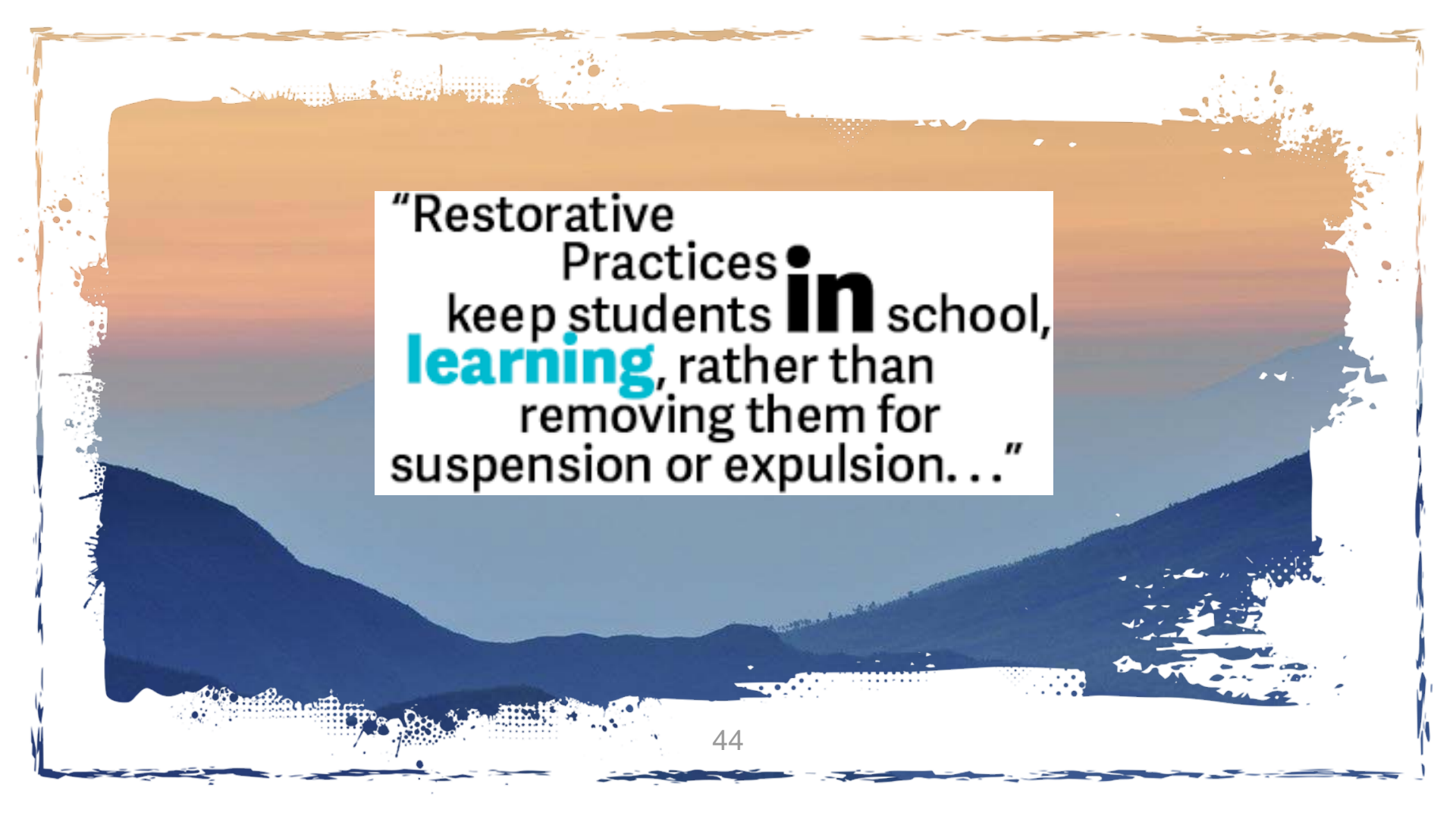


Our Typical A2E Student



**African American
Male
High School
Receives Special Education
Services
Referred for expulsion for
weapon
(typically a knife)**





"Restorative
Practices **in** school,
learning, rather than
removing them for
suspension or expulsion..."

Barriers to success

Wide range of student abilities

Wide range of ages (6th grade – 12th grade)

Special Education challenges

Attendance

Transportation

Hours

Technology

Resistant families and/or students

Difficult to find staff



\$5,430,580

Amount of money the district has retained in per pupil allocations by avoiding expulsion procedures



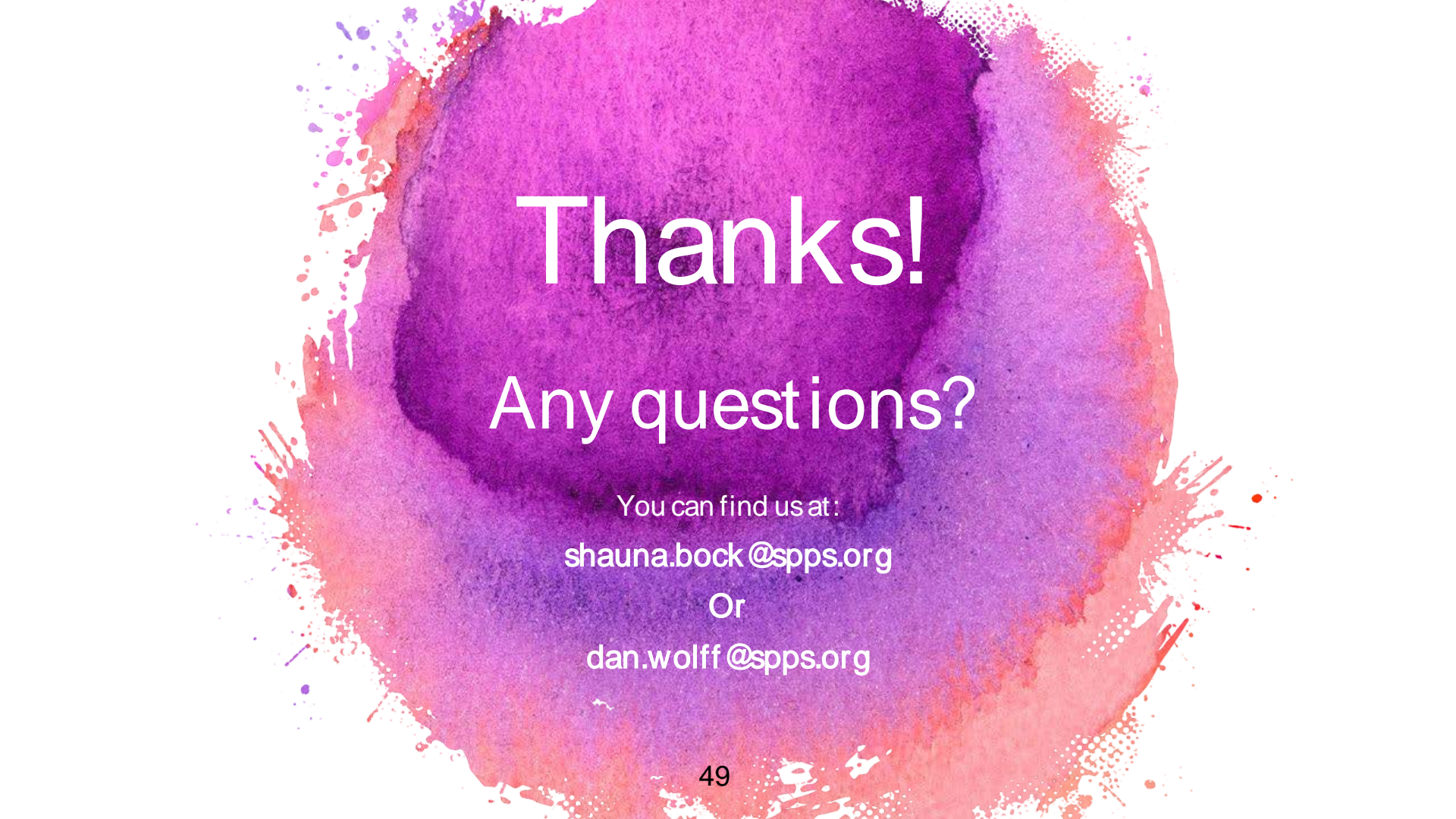
A large, abstract splash of pink and red watercolor paint serves as the background for the slide. The paint is concentrated in the center, with splatters and drips extending towards the edges. The colors range from light pink to deep magenta and red.

\$352,000

Cost to run program for 4 years

95%

Success rate



Thanks!

Any questions?

You can find us at:

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Or

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